Lesson Study Protocol

I. Plan the Lesson:

Date and time the lesson will be taught: __________________________
Instructor: __________________________________________________
Classroom: __________________________________________________

Goal of the lesson study group:

Situate the goal within a sequence of learning:

Set the context of the lesson:

Create the lesson and use the Checklist to Guide English Language Arts Lesson Development and Revision Template (#5).

II. Observe the Lesson:

a. Support the natural atmosphere of the classroom.
   • Arrive early and stay in the classroom during the entire lesson to capture how the lesson is set up, its flow, and the conclusion.
   • Minimize your interactions with students so as not to disrupt them.
   • Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.

b. Make observations about the lesson plan itself. This will help you focus on the goals and activities of the lesson as well as facilitate feedback and reflection.

c. Assume the role of a researcher—collecting data on the lesson—rather than an evaluator of the teacher teaching the lesson.

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III. Debrief the Lesson:

a. Within days of the observation, reassemble the group to discuss the lesson and share your observations.
   - Were the lesson goals clear?
   - Did the lesson sufficiently target the college and career readiness standards (the student knowledge and skills that are the focus of the lesson goals)?
   - Did the activities support achieving the goals?
   - Was the flow of the lesson coherent?
   - What did student responses, presentations, or discussions indicate about what they were learning?

b. Give the instructor who taught the lesson the first opportunity to offer reactions to the lesson.

c. Comment on specific aspects of the lesson and support feedback with concrete evidence.

d. Revise the lesson based on the observations and analysis, and select another member of the group to teach the revised lesson.

e. Debrief again after the revised lesson is taught and observed.

f. Report on what students have learned.